



Co-funded by the  
Erasmus+ Programme  
of the European Union



### CLIL Methodology in the Context of Educational Technologies, MA

<b>CLIL Methodology in the Context of Educational Technologies, MA</b>	
<b>Master/bachelor level</b>	Master level
<b>Branch of knowledge</b>	0.35 Philology 014 Secondary Education
<b>Specialization</b>	035.041 "Germanic Languages and Literatures (including Translation)", English as a major 014.021 "Language and Literature" (English language and a West-European language)
<b>Qualifications</b>	Philologist, teacher of foreign languages, translator
<b>Form of education</b>	Full-time
<b>Status of the</b>	Cycle of professional courses. Compulsory course

<b>discipline</b>	
<b>Course prerequisites</b>	English level B1 or higher
<b>Semester of the course</b>	2
<b>Course Volume</b>	3 ECTS 90 hours 30 hours of class work 60 hours of self-study and consultations
<b>Form of final control</b>	Credit (passed - A, B, C, D, E, failed - F)
<b>Course language</b>	English
<b>Developers</b>	Huneke Hans-Werner, Dr., Professor, Pädagogische Hochschule Heidelberg, the University of Education; Arkipova Iryna, PhD in Philology, Associate Professor, Horlivka Institute for Foreign Languages HSEE “Donbas State Pedagogical University”; Datskiv Olha, PhD in Pedagogy, Associate Professor, Ternopil Volodymyr Hnatiuk National Pedagogical University; Dobrovolska Lesia, PhD in Pedagogy, Associate Professor, V.O. Sukhomlynskyi National University of Mykolaiv; Kokorina Lyudmyla, PhD in Pedagogy, Associate Professor, Horlivka Institute for Foreign Languages HSEE “Donbas State Pedagogical University”; Lobova Oksana, PhD in Philology, Associate Professor, V.N.Karazin Kharkiv National University Myronenko Tetyana, PhD in Pedagogy, Associate Professor, V.O. Sukhomlynskyi National University of Mykolaiv; Sabadash Diana, PhD in Philology, Associate Professor, Vasyl Stefanyk Precarpathian National University; Starostenko Tetiana, TESOL Ukraine, PhD in Philology, Associate Professor, H.S.Skovoroda Kharkiv National Pedagogical University; Zuienko Maryna, Dr., Associate Professor, Poltava V.G. Korolenko National Pedagogical University. Nadtochii Natalia, PhD in Pedagogy, Associate Professor, Zaporizhzhya National University Vovk Olena, Dr., Full Prof., Bohdan Khmelnytsky National University in Cherkasy
<b>Course summary</b>	

The course “CLIL Methodology in the Context of Educational Technologies” is intended for students doing a Master degree. It aims at familiarizing students with basic methodologies, methods and techniques of CLIL in the context of current educational technologies with their effective implications for learning, teaching, and research, and enhancing their social, professional and communication skills in order to be able to work in a multicultural environment and complete complex specialized tasks via a foreign language.

This course comprises a wide range of issues and evolves around the important problems of methodological training of future teachers for the effective implementation of subject-language integrated learning. A primary focus of the course is examining various aspects of CLIL that pose special problems to learners of different language backgrounds, and psychological and cognitive profiles. It involves the use of interactive teaching approaches, methods and techniques, which incorporate communicative task-based learning, case studies, role-plays and simulations, group projects and problem solving activities.

The course is aimed at enabling students to present key concepts and theories of the content subject in the English language, to negotiate meaning in interdisciplinary professional discourses, to design and implement CLIL, to employ diversified teaching strategies and subject relevant resources for effective lesson designing, to be aware of the possibilities and limitations of CLIL, etc. The empirical component of the course also provides students with experience in designing CLIL classrooms and carrying out studies in CLIL. As a result of the course, students will get familiarized and understand the basics of modern European methods and techniques of subject-language integrated learning, learn not only to effectively select/use ready-made teaching materials, but also to design their own. Both learners and teachers will benefit from engaging with CLIL.

Method of instruction: the professor will conduct the course through lectures and practical training, PowerPoint presentations, and through students’ active participation (individually, in small groups, and in class discussions).

Course requirements: students are expected to attend classes on a regular basis, complete readings before each class, and be fully prepared for class discussions (with presentations, case studies, completed assignments, questions and contributions).

The course “CLIL Methodology in the Context of Educational Technologies” is developed in terms of the Erasmus+ Project 610427-EE-2019-EPPKA2-CBHE-JP Foreign Language Teacher Training Capacity Development as a Way to Ukraine’s Multilingual Education and European Integration (MultiEd).

### **Key terms and notions**

CLIL (content and language integrated learning), cognitive skills, LOTS, HOTS, learner autonomy, learning skills, curriculum planning, teaching aims, interdisciplinary teaching and learning, language comprehensibility, built-in scaffolding, language triptych, adaptation, development and evaluation of materials, CLIL Matrix, language of learning, language for learning, language through learning, 3As (Analyse, Add, Apply), ICT, CLIL materials evaluation principles, BICS, CALP, oral output, written output, scaffolding techniques, research instruments and methods, data collection and processing, questionnaire, research results.

### Course aim

The course aims to introduce the fundamental concepts and issues in CLIL, identify major research findings and elicit basic principles of CLIL, interpret CLIL findings that are most relevant for the language-teaching process, foster students' ability to establish links between CLIL principles and CLIL instruction in order to apply them to teaching practices, find out CLIL possibilities and limitations.

### Competencies

#### Generic competencies

1. ability to communicate in a second language;
2. capacity to learn and stay up-to-date with learning;
3. ability to undertake research at an appropriate level, using present-day information and communication technologies;
4. ability to design and manage projects;
5. ability to work autonomously;
6. ability to work in a team;
7. knowledge and understanding of the subject area and understanding of the profession.
8. ability to conduct research at the appropriate level, taking into account the basic principles of intellectual property protection.

<p><b>Specific competencies</b></p>	<ol style="list-style-type: none"> <li>1. ability to critically analyze educational theories and issues of policy acquiring profound knowledge in philology, in particular, capturing the main philological conceptions, grasping the gist of theoretical and practical problems, acquiring knowledge of the history of development and current state of philological knowledge, command of the terminology of the field;</li> <li>2. ability to do appropriate educational research collecting data for philological studies, systematizing and interpreting the data;</li> <li>3. ability to recognize and respond to the diversity of learners and the complexities of learning process;</li> <li>4. ability to understand processes of development and change in a community;</li> <li>5. ability to consult about various educational issues and counseling skills;</li> <li>6. knowledge to the subject to be taught, ability to plan and implement CLIL and reflect CLIL with regard to the specific challenges of integrating the content subject matter and the target language;</li> <li>7. ability to improve the teaching and learning environment; ability to develop and evaluate teaching materials for CLIL classrooms, and to relate them to didactic concepts and teaching practices;</li> <li>8. competences in a number of teaching and learning strategies; ability to construct and reflect on age-appropriate learning arrangements in CLIL on the basis of didactic theories, appropriate tasks, teaching and learning materials, and subject-specific teaching methods;</li> <li>9. ability to lead or coordinate a multidisciplinary education team.</li> <li>10. ability to use varied teaching strategies for effective lesson designing; ability to observe and reflect on CLIL and individual learning processes on the ground of didactic concepts.</li> </ol>
<p><b>Learning Outcomes</b></p>	
<p>CLILMCET1</p>	<p>to understand the interrelation of the 4 constituents (4Cs) of the CLIL methodology</p>
<p>CLILMCET2</p>	<p>to apply a framework of taxonomy to prioritize educational principles in CLIL classrooms</p>

CLILMCET3	to implement didactic principles in CLIL classrooms (Conscious-Based Learning, Activity, Individualization, Visualization, Differentiated and Integrated Instructions; the teaching/learning materials are appropriate, effective, complying with learning objectives, meaningful, relevant and motivating, tailor-made)
CLILMCET4	to employ 3As tools (Analyse, Add, Apply) (medium of instruction) for lesson designing
CLILMCET5	to design appropriate types of teaching materials for CLIL classrooms with different levels of cognitive and linguistic complexity
CLILMCET6	to develop cultural awareness in the process of teaching CLIL lessons
CLILMCET7	to evaluate learner's outcomes in CLIL classrooms
CLILMCET8	to foresee the challenges of CLIL implementation and ways of overcoming them
CLILMCET9	to exhibit a high level of social skills when exposed to real life settings and adjust to new situations
CLILMCET10	to apply the basic principles of questionnaire design for CLIL specific purposes
CLILMCET11	to plan and carry out research on CLIL using appropriate methods and instruments
CLILMCET12	to understand, evaluate and critically analyse research on CLIL
CLILMCET13	to refine and improve communication skills in the English language, to reflect on personal progress, choose appropriate learning strategies, apply strategies for self-improvement

CLILMCET14	to improve collaboration skills, to use the acquired skills in order to operate confidently in international and / or multilingual communities
------------	--

<b>Correlation matrix of program and course learning outcomes</b>		
<b>Programme Learning Outcomes</b>	<b>Course Learning Outcomes</b>	<b>LO code</b>
PLO 1. To evaluate personal educational, scientific and professional activities, work out and implement an effective strategy of self-development and professional self-improvement.	to foresee the challenges of CLIL implementation and ways of overcoming them	CLILMCET8
	to understand, evaluate and critically analyse research on CLIL	CLILMCET12
PLO 2. To have a proficient command of the state and foreign languages for the implementation of written and oral communication in situations of professional and scientific communication; to present research results in the national and foreign languages.	to evaluate a learner's outcomes in CLIL lessons	CLILMCET7
PLO 3. To apply modern methods and technologies, incorporating information technology, for successful and effective implementation of professional activities and quality assurance of the research in a corresponding field.	to understand the interrelation of the 4 constituents (4Cs) of the CLIL approach	CLILMCET1
	to apply a framework of taxonomy to identify the classification of educational principles	CLILMCET2
PLO 4. To evaluate and critically analyze socially, personally and professionally significant problems, propose the ways to	to implement didactic principles in CLIL context (Conscious-based approach, Activity, Individualization, Visualization, Differentiated and Integrated instructions;	CLILMCET3

solve them in complex and unpredictable conditions that requires the use of new approaches and forecasting.	the teaching/learning materials are appropriate, effective, complying with learning objectives, meaningful, relevant and motivating, tailor-made)	
PLO 5. To find optimal ways of effective interaction with professional staff and representatives of other professional groups of particular educational levels.	to develop cultural awareness in the process of teaching CLIL lessons	CLILMCET6
PLO 6. To apply knowledge of expressive, emotional, logical, language means and speech techniques to achieve planned pragmatic result to communicate successfully.	to develop appropriate types of cognitively demanding and linguistically accessible teaching materials for CLIL lessons	CLILMCET5
PLO 9. To characterize the theoretical principles (concepts, categories, principles, basic concepts, etc.) and applied aspects of the chosen philological specialization.	to use 3As tools (Analyse, Add, Apply) (medium of instruction) for lesson planning to understand, evaluate and critically analyse research on CLIL	CLILMCET4 CLILMCET12
PLO 11. To carry out scientific analysis of language, speech and literary material, to interpret and structure it on the basis of appropriate methodological principles, to formulate generalizations on the basis of independently processed data.	to design appropriate types of teaching materials for CLIL classrooms with different levels of cognitive and linguistic complexity to develop CLIL research planning	CLILMCET5 CLILMCET11
PLO 12. To respect the rules of academic integrity.	to use 3As tools (Analyse, Add, Apply) (medium of instruction) for lesson planning	CLILMCET4
PLO 13. To explain accessibly and reasonably the essence of specific philological issues, one's own point of view about them	to understand, evaluate and critically analyse research on CLIL	CLILMCET12

to specialists, general public, in particular to people who study.		
PLO 14. To create, analyze and edit texts of different styles and genres.	to develop appropriate types of cognitively demanding and linguistically accessible teaching materials for CLIL lessons  to use CLIL research instruments and methods	CLILMCET5  CLILMCET9
PLO 15. To choose appropriate approaches and methods for the analysis of specific linguistic or literary material.	to use CLIL research instruments and methods  to develop CLIL research planning	CLILMCET9  CLILMCET11
PLO 17. To plan, organize, carry out and present research and / or innovative developments in a corresponding field.	to apply the basic principles of questionnaire development for the CLIL specific purposes  to understand, evaluate and critically analyse research on CLIL	CLILMCET10  CLILMCET12

Correlation Matrix of the NFQU (Philosophy degree, level 7)				
Learning outcomes	Knowledge	Skills	Communication	Responsibility and Autonomy
PLO1			+	
PLO2		+		+
PLO3	+			
PLO4	+	+		
PLO5	+	+	+	
PLO6			+	
PLO7		+		
PLO8	+		+	
PLO9		+		+
PLO10	+		+	

<b>PLO11</b>			+		
<b>PLO 12</b>		+			+
<b>PLO 13</b>		+			+
<b>PLO 14</b>			+		+
<b>PLO 15</b>		+			+
<b>PLO 16</b>		+	+		+
<b>PLO 17</b>		+			+

CLILMCET learning objectives and outcomes in modules							
Topics	Seminars	Indep.w.	Theoretical component (2-3)	Practical component (2-3)	Learning Objectives (3+3+3)	Learning Outcomes	
						Professional (2-3)	Personal and social (1-2)
<b>Module 1. Science and Didactics on CLIL</b>							
<b>1. Preparation of topics for multilingual teaching-learning-processes based on disciplines in the humanities.</b>	<b>4</b>	<b>6</b>	<p>1.1. Key concepts in the CLIL classroom. Subject-specific language. High and medium frequency words.</p> <p>1.2. Cognitive skills in information processing: LOTS and HOTS. Interaction in the CLIL classroom.</p> <p>1.3. Curricular subjects in a non-native language: how to identify the content.</p>	1.1.The analysis of language from different CLIL classrooms (Soft, Hard, Modular). CLIL learners adapt existing activities to offer more speaking opportunities with a subject-specific focus.	<p>The students will:</p> <p><u>Content:</u></p> <ul style="list-style-type: none"> <li>- clarify the parameters of a CLIL approach and formulate the functions of a language in the CLIL classroom;</li> <li>- build understanding of communicative, cognitive and learning skills in information processing;</li> </ul>	<p>CLILMCET1: to understand the interrelation of the 4 constituents (4Cs) of the CLIL approach.</p> <p>CLILMCET2: to apply a framework of taxonomy to identify the classification of educational principles.</p>	CLILMCET6: to develop cultural awareness in the process of teaching CLIL lessons

				<p>1.2. Picture-based activities fostering the development of cognitive skills.</p> <p>1.3. The analysis of classroom activities and the identification of possible learning skills.</p>	<p>- cultivate the appropriate knowledge on developing the content for the CLIL lessons.</p> <p><u>Language:</u> - activate the target language for the CLIL-specific classroom.</p>	<p><b>CLILMCET7:</b> to evaluate a learner's outcomes in CLIL lessons.</p>	
<p><b>2. Possibilities and limitations of interdisciplinary teaching related to CLIL.</b></p>	<p><b>4</b></p>	<p><b>8</b></p>	<p>2.1 Interdisciplinary teaching and learning.</p> <p>2.2 Possibilities and limitations of CLIL-based interdisciplinary teaching.</p>	<p>2.1. Case studies of interdisciplinary CLIL programmes.</p> <p>2.2. Benefits of interdisciplinary / Cross-Curricular Teaching</p>	<p>The students will:</p> <p><u>Content:</u> - get familiarized with the advantages of CLIL technology in terms of: achieving bilingualism and and improving intercultural understanding, a diversity and flexibility in existing methods and forms of classroom practice,</p>	<p><b>CLILMCET13:</b> to refine and improve communicative skills in the English language.</p> <p><b>CLILMCET8:</b> to foresee the challenges of CLIL implementation and the ways to solve them.</p>	<p><b>CLILMCET14:</b> to improve collaboration skills, to use the acquired skills in order to operate confidently in international and / or multilingual communities.</p>

				<ul style="list-style-type: none"><li>- study the content through different perspectives,</li><li>- access subject-specific target language terminology and hence get prepared for future studies and/or working life;</li><li>- become aware of existing limitations and challenges in the process of implementing CLIL technology in teaching, such as:<ul style="list-style-type: none"><li>-language anxiety leading to reduced classroom activity;</li><li>-integrated assessment;</li><li>-opposition to language teaching by subject teachers;</li><li>-gaps in</li></ul></li></ul>		
--	--	--	--	--	--	--

					<p>experimental CLIL programs; -skills required for subject content teachers; -lack of CLIL teacher-training programs.</p> <p><u>Language:</u> - learn related terms and phrases; - improve overall target language competence.</p>		
<b>3. Methods of analysis and construction of texts in a foreign language.</b>	<b>4</b>	<b>6</b>	<p>3.1. Estimating language comprehensibility.</p> <p>3.2. Working with vocabulary: content and language.</p> <p>3.3. Text deconstruction.</p>	<p>3.1. Text selection</p> <p>3.2. Adaptation and built-in scaffolding. Point-of-need scaffolding.</p> <p>3.3. After working on the text / during text revision.</p> <p>3.4. Language triptych.</p>	<p>The students will:</p> <p><u>Content:</u> - get familiarized with the degree of linguistic steepness; - complexity of grammatical structures; differentiation of genres and discourse structures; - learn about simplification /</p>	<p>CLILMCET1: to understand the interrelation of the 4 constituents (4Cs) of the CLIL approach</p> <p>CLILMCET5: to develop appropriate types of cognitively demanding and</p>	<p>CLILMCET8: to foresee the challenges of CLIL implementation and the ways to overcome them.</p>

					<p>elaboration / discursificaion;</p> <ul style="list-style-type: none"> <li>- get the idea of language for learning, through learning, and of learning.</li> </ul> <p><u>Language</u></p> <ul style="list-style-type: none"> <li>- learn related terms and phrases;</li> <li>- evaluate teaching materials for CLIL lessons.</li> </ul>	<p>linguistically accessible teaching materials for CLIL lessons.</p>	
<p><b>4. (Criteria) Principles of development and evaluation of CLIL materials.</b></p>	<p><b>4</b></p>	<p><b>8</b></p>	<p>4.1. Principles of CLIL Material Design (Prioritizing the dimensions:</p> <ul style="list-style-type: none"> <li>- content,</li> <li>- guiding the input and supporting the output,</li> <li>- scaffolding,</li> <li>- making key language salient,</li> <li>- concept of “difficulty” in didactic materials,</li> <li>- thinking in sequences);</li> </ul> <p>4.2. CLIL Matrix implementation (language of learning, language for learning, language through learning) in the development of teaching</p>	<p>4.1. Develop teaching materials for a CLIL lesson.</p> <p>4.2. Design a lesson plan for micro-teaching</p> <p>4.3. Peer review / evaluate the conducted micro teaching according to the corresponding principles.</p>	<p>The students will:</p> <p><u>Content:</u></p> <ul style="list-style-type: none"> <li>- understand the principles of developing teaching materials for CLIL lessons;</li> <li>- distinguish the steps and criteria for evaluating teaching materials for CLIL lessons;</li> <li>- determine the type of ICT to be</li> </ul>	<p>CLILMCET4: to use 3As tools (Analyse, Add, Apply) (medium of instruction) for lesson planning</p> <p>CLILMCET5: to develop appropriate types of cognitively demanding and linguistically accessible teaching materials for CLIL lessons.</p>	<p>CLILMCET8: to foresee the challenges of CLIL implementation and the ways to overcome them.</p>

		<p>materials; J.Cummin's matrix (balance between cognitively demanding and linguistically accessible materials); implementation of development and assessment of materials;</p> <p>4.3. Using CLIL tools: 3As for lessons planning (Analyse, Add, Apply) by Do Coyle);</p> <p>4.4. ICT: Quizlet, Padlet, Wordwall, Teacher's Pet, Hot Potatoes, Kahoot.</p> <p>4.5. Principles of CLIL material evaluation: - make the learning intentions (language, content, learning skills) and process visible to students; systematically foster academic language proficiency; - promote learning skills development and learner autonomy; - include self, peer and other types of formative assessment;</p>		<p>used in designing CLIL lessons;</p> <p><u>Language</u> - learn related terms and phrases to develop and evaluate teaching materials for CLIL lessons; - improve reading comprehension and critical thinking skills in order to understand main ideas and identify relevant information; - develop productive and fact presentation skills;</p>		
--	--	---	--	---	--	--

			<ul style="list-style-type: none"> <li>- help create a safe learning environment;</li> <li>- encourage cooperative learning;</li> <li>- seek ways of incorporating authentic language and authentic language use; boost critical thinking;</li> <li>- enhance cognitive fluency through scaffolding of (a) content, (b) language, (c) learning skills development helping students to reach well beyond what they could do on their own;</li> <li>- help to make learning meaningful.</li> </ul>				
<b>Total for Module 1</b>	<b>Topics: 4</b> <b>Seminars: 16h</b> <b>Independent work: 28 h</b>						
<b>Module 2. CLIL Application</b>							
<b>5. Methods of initiating and shaping verbal actions in the foreign language.</b>	<b>4</b>	<b>8</b>	5.1. Spoken output and its importance in CLIL (Types of spoken output).  5.2. Output-related challenges for CLIL learners.	5.1. Teaching speaking (negotiation of meaning in oral interaction, information gap activities, effective	The students will:  <u>Content:</u> clearly understand the central role of skills in CLIL, its theoretical aspects	CLILMCET9: to use CLIL research instruments and methods.  CLILMCET 3:	CLILMCET6: to develop cultural awareness in the process of teaching CLIL

			<p>5.3. The importance of negotiation and interaction; BICS and CALP: the mode continuum, from speaking to writing.</p> <p>5.4. Encouraging learners to speak and write English in the CLIL classroom; practical CLIL classroom activities to encourage spoken and written output.</p>	<p>speaking tasks, exploratory talk, effective questioning), speaking frames.</p> <p>5.2. Projects on creating tasks that activate and shape speaking</p>	<p>and the underlying principles;</p> <p>- develop the ability to design and plan the instructions, so as to achieve learning objectives in content and in the English language;</p> <p>- analyze a skill-oriented piece of the material and define its purpose;</p> <p><u>Language:</u> -learn related terms and phrases to initiate speaking.</p>	<p>to implement didactic principles in CLIL context (Conscious-based approach, Activity, Individualization, Visualization, Differentiated and Integrated instructions; the teaching/learning materials are appropriate, effective, complying with learning objectives, meaningful, relevant and motivating, tailor-made).</p>	<p>lessons</p>
<p><b>6. Scaffolding content and language learning</b></p>	<p><b>4</b></p>	<p><b>6</b></p>	<p>1.Scaffolding spoken output.</p> <p>2.Scaffolding written output.</p> <p>3.Scaffolding techniques.</p>	<p>6.1. Case-studies of scaffolding examples.</p> <p>6.2. Developing supportive materials (employing scaffolding techniques).</p>	<p>The students will be able to:</p> <p><u>Content:</u> -understand the principles of scaffolding techniques.</p> <p><u>Language:</u> -learn related</p>	<p>CLILMCET5: to develop appropriate types of cognitively demanding and linguistically accessible teaching materials for CLIL lessons.</p> <p>CLILMCET9:</p>	<p>CLILMCET8: to foresee the challenges of CLIL implementation and ways to overcome them.</p>

					terms to initiate speaking and writing; -evaluate materials for CLIL classrooms.	to use CLIL research instruments and methods.	
<b>Total for Module 2</b>	<b>Topics: 2</b> <b>Seminars: 8h</b> <b>Independent work: 14 h</b>						
<b>Module 3. Theory and Empirical Research on CLIL</b>							
<b>7. Instruments and methods of research on CLIL</b>	<b>4</b>	<b>8</b>	7.1. Trends of CLIL research.  7.2. (CLIL specific) research designs, methods and instruments.  7.3. Basic principles of data collection and processing within the 4Cs framework.	7.1. Case studies of CLIL investigations. 7.2. Questionnaire development within the 4Cs framework.  7.3. CLIL research project proposal / Essay writing on CLIL (individual work).	The students will:  <u>Content:</u> - learn to identify and apply CLIL research instruments and methods; - understand the basic principles of questionnaire development within CLIL problematic scope; - master the basics of CLIL research planning.  <u>Language:</u> - learn CLIL research field	CLILMCET9: to use CLIL research instruments and methods;  CLILMCET10: to apply the basic principles of questionnaire development for the CLIL specific purposes.  CLILMCET11: to develop CLIL research planning.	CLILMCET 6: to develop cultural awareness in the process of teaching CLIL lessons  CLILMCET 8: to foresee the challenges of CLIL implementation and the ways to overcome them.

					<p>related terms and phrases;</p> <ul style="list-style-type: none"> <li>- improve reading comprehension and critical thinking skills in order to understand main ideas and identify relevant information;</li> <li>- develop productive and fact presentation skills.</li> </ul>		
<b>8. Research results on CLIL.</b>	2	4	8.1. Research results on CLIL.	<p>8.1 Writing a literature summary.</p> <p>8.2 Creating a CLIL research timeline 1990-2021 / reference list.</p>	<p>The students will be able to:</p> <p><u>Content:</u></p> <ul style="list-style-type: none"> <li>- analyse research literature on CLIL;</li> <li>- learn to plan and carry out CLIL-based research;</li> <li>- learn to present research results.</li> </ul> <p><u>Language:</u></p> <ul style="list-style-type: none"> <li>- learn research related terms and phrases;</li> <li>- improve reading comprehension</li> </ul>	<p>CLILMCET11: to develop CLIL research planning.</p> <p>CLILMCET12: to understand, evaluate and critically analyse research on CLIL.</p>	<p>CLILMCET 6: to develop cultural awareness in the process of teaching CLIL lessons</p> <p>CLILMCET 8: to foresee the challenges of CLIL implementation and the ways to overcome them.</p>

					and critical thinking skills in order to understand complex ideas and information; - enhance academic reading and writing skills.		
<b>Total for Module 3</b>	<b>Topics: 2</b> <b>Seminars: 6 h</b> <b>Independent work: 12 h</b>						
<b>Total for the course</b>	<b>Modules: 3</b> <b>Topics: 8</b> <b>Seminars: 30 h</b> <b>Individual work: 30 h</b> <b>Independent work: 30 h</b>						

<b>Aim of the Module</b>		
<b>Module 1. Science and Didactics on CLIL</b>		
<p><b>GC1</b> capacity to learn and stay up-to-date with learning;</p> <p><b>GC5</b> ability to work autonomously;</p> <p><b>SC 1</b> ability to critically analyze educational theories and issues of policy acquiring profound knowledge in philology, in particular, capturing the main philological conceptions, grasping the gist of theoretical and practical problems, acquiring knowledge of the history of development and current state of philological knowledge, command of the terminology of the field;</p> <p><b>SC 2</b> ability to do appropriate educational research collecting data for philological studies, systematizing and interpreting the data;</p> <p><b>SC 3</b> ability to recognize and respond to the diversity of learners and the complexities of learning process;</p>		
<b>Learning objectives of module (course unit)</b>	<b>Teaching learning methods</b>	<b>Assessment methods</b>
<u>Content:</u>	Discussion	Entry test

<p>- clarify the parameters of a CLIL approach and formulate the functions of a language in the CLIL classroom;  - build understanding of communicative, cognitive and learning skills in information processing;  - cultivate the appropriate knowledge on developing the content for the CLIL lessons.</p> <p><u>Language:</u></p> <ul style="list-style-type: none"> <li>- activate the target language for the CLIL-specific classroom. CLIL technology in teaching in terms of teacher's collaboration, planning, language demands, subject and language teachers' proficiency.</li> </ul> <p><u>Language-related LO:</u></p> <ul style="list-style-type: none"> <li>Familiarize the students with related terms and phrases.</li> <li>Improve overall target language and speech competences.</li> <li>Employ adequate interactional strategies when discussing issues connected with the topic.</li> </ul>	<p>Essay  Presentation  Practicing different writing styles and formats  Lexical Syllabus</p>	<p>Written feedback on essay  Peer- and self-review  In-class quiz  Testing (true-false, multiple choice, short answer questions)  Teacher's oral feedback</p>
<p><u>Content:</u></p> <p>- get familiarized with the advantages of CLIL technology in terms of: achieving bilingualism and improving intercultural understanding, a diversity and flexibility in existing methods and forms of classroom practice,  - study the content through different perspectives,  - access subject-specific target language terminology and hence get prepared for future</p>	<p>Odd one out  Word cards  Crossword  Mnemonics  Gap text with introductory and transition academic words  Noticing  Ranking cards  Jigsaw reading  Graphic organizers</p>	<p>Guiding understanding (e.g. Socratic questioning)  Scaffolding tasks and tools  Personalised input  Active reading tasks, which include skimming, scanning and anticipating  Graded tasks  Design tasks</p>

<p>studies and/or working life;  - become aware of existing limitations and challenges in the process of implementing CLIL technology in teaching, such as:  - language anxiety leading to reduced classroom activity;  - integrated assessment;  - opposition to language teaching by subject teachers;  - gaps in experimental CLIL programs;  - skills required for subject content teachers;  - lack of CLIL teacher-training programs.</p> <p><u>Language:</u>  - learn related terms and phrases;  improve overall target language competence.</p>	<p>Stickers  Problem-solving  Project work</p>	
<p><u>Content:</u>  - get familiarized with the degree of linguistic steepness;  - complexity of grammatical structures; differentiation of genres and discourse structures;  - learn about simplification / elaboration / discursificaion;  - get the idea of language for learning, through learning, and of learning.</p> <p><u>Language</u>  - learn related terms and phrases;  evaluate teaching materials for CLIL lessons.</p>	<p>Inquiry-based learning  Discussion-based learning  Essay  Case-study  Brainstorming  Blended learning</p>	<p>In-class quiz  Written feedback on essay  Teacher's oral feedback</p>
<p><u>Content:</u>  - understand the principles of developing teaching materials for CLIL lessons;  - distinguish the steps and criteria for evaluating teaching materials for CLIL lessons;  - determine the type of ICT to be used in designing CLIL lessons;</p>	<p>Inquiry-based learning  Discussion-based learning  Case-study  Brainstorming</p>	<p>In-class quiz  Diagram/Mind map  Teacher's oral feedback</p>

<p><u>Language</u></p> <ul style="list-style-type: none"> <li>- learn related terms and phrases to develop and evaluate teaching materials for CLIL lessons;</li> <li>- improve reading comprehension and critical thinking skills in order to understand main ideas and identify relevant information;</li> <li>- develop productive and fact presentation skills;</li> </ul>		
<p><b>Module 2. CLIL Application</b></p> <p><b>GC2</b> capacity to learn and stay up-to-date with learning;  <b>GC 3</b> ability to undertake research at an appropriate level, using present-day information and communication technologies;  <b>GC 4</b> ability to design and manage projects;  <b>SC 4</b> ability to understand processes of development and change in a community;  <b>SC 6</b> knowledge to the subject to be taught, ability to plan and implement CLIL and reflect CLIL with regard to the specific challenges of integrating the content subject matter and the target language;</p>		
<p><u>Content:</u> clearly understand the central role of skills in CLIL, its theoretical aspects and the underlying principles;</p> <ul style="list-style-type: none"> <li>- develop the ability to design and plan the instructions, so as to achieve learning objectives in content and in the English language;</li> <li>- analyze a skill-oriented piece of the material and define its purpose;</li> </ul> <p><u>Language:</u> -learn related terms and phrases to initiate speaking.</p>	<p>Activating through multiple intelligences Grids and diagrams Placemat Target practice Role-play Discussion-based learning Research tasks</p>	<p>Teacher's regular oral feedback Testing (true/false, multiple choice, short answer questions) Project presentation</p>
<p><u>Content:</u> -understand the principles of scaffolding techniques.</p> <p><u>Language:</u> -learn related terms to initiate speaking and</p>	<p>Self-instructional learning Hands-on learning Case study Inquiry-based learning</p>	<p>Peer- and self-review Project presentation Diagram/mindmap Teacher's oral feedback</p>

writing; -evaluate materials for CLIL classrooms.		
<b>Module 3. Theory and Empirical Research on CLIL</b>		
<p><b>GC 6</b> ability to work in a team;</p> <p><b>GC 7</b> knowledge and understanding of the subject area and understanding of the profession;</p> <p><b>GC 8</b> ability to conduct research at the appropriate level, taking into account the basic principles of intellectual property protection;</p> <p><b>SC 5</b> ability to consult about various educational issues and counseling skills;</p> <p><b>SC 7</b> ability to improve the teaching and learning environment; ability to develop and evaluate teaching materials for CLIL classrooms, and to relate them to didactic concepts and teaching practices;</p> <p><b>SC 8</b> competences in a number of teaching and learning strategies; ability to construct and reflect on age-appropriate learning arrangements in CLIL on the basis of didactic theories, appropriate tasks, teaching and learning materials, and subject-specific teaching methods;</p> <p><b>SC 9</b> ability to lead or coordinate a multidisciplinary education team.</p> <p><b>SC 10</b> ability to use varied teaching strategies for effective lesson designing; ability to observe and reflect on CLIL and individual learning processes on the ground of didactic concepts.</p>		
<p><u>Content:</u></p> <ul style="list-style-type: none"> <li>- learn to identify and apply CLIL research instruments and methods;</li> <li>- understand the basic principles of questionnaire development within CLIL problematic scope;</li> <li>- master the basics of CLIL research planning.</li> </ul> <p><u>Language:</u></p> <ul style="list-style-type: none"> <li>- learn CLIL research field related terms and phrases;</li> <li>- improve reading comprehension and critical thinking skills in order to understand main ideas and identify relevant information;</li> <li>- develop productive and fact presentation skills.</li> </ul>	<p>Hands-on learning Case study Individual work Group work Discussion-based learning Brainstorming Discussion Role Play / Simulation Project work</p>	<p>Teacher's regular oral feedback Testing (true/false, multiple choice, short answer questions) Project Diagram/mind map</p>
<p><u>Content:</u></p> <ul style="list-style-type: none"> <li>- analyse research literature on CLIL;</li> <li>- learn to plan and carry out CLIL-based research;</li> <li>- learn to present research results.</li> </ul> <p><u>Language:</u></p> <ul style="list-style-type: none"> <li>- learn research related terms and phrases;</li> </ul>	<p>Interactive lecture Hands-on learning Inquiry-Based learning Case study Individual work Group work</p>	<p>Teacher's feedback on group work results Peer- and self-review Project Testing (multiple choice)</p>

<p>- improve reading comprehension and critical thinking skills in order to understand complex ideas and information; enhance academic reading and writing skills.</p>	<p>Discussion-based learning</p>	
--	----------------------------------	--

<p style="text-align: center;"><b>Assessment and feedback approaches</b></p>		
<p style="text-align: center;"><b>Teacher-based assessment</b></p>		
<p><b>Type of work, activity, task</b></p>	<p><b>Max points</b></p>	<p><b>Extra information</b></p>
<p>The student's participation in: - class and/or online discussions; - case study analyses, projects, presentations, etc.</p>	<p>Total: (15*1)</p>	<p>1 point maximum is given for each class interaction in the course programme Feedback is given regularly during the classes. <i>*Regular attendance is very important and will be included in determination of the course grade</i></p>
<p>Test</p>	<p>Total: 3 (3*5)</p>	<p>*3 during the course at the end of each Module A test online consists of 10 questions with the four variants of the answer. Each correct answer equals 0,2 points. Questions represent theoretical and practical issues introduced within the course. Explanation for every question is embedded in the test automatic feedback.</p>

<b>Peer assessment</b>		
<b>Type of work, activity, task</b>	<b>Max points</b>	<b>Extra information</b>
Essay	Total: 2 (2*5)	*2 during the course (Module 1) A comprehensive argumentative essay of up to 250 words. Written feedback is given for every essay.
Class presentation	Total: 3 (3*5)	*3 during the course (Module 2) Oral group presentation of up to 10 – 15 min. Written feedback is given for every presentation.
Project	Total:2 (2*5)	*2 during the course (Module 3) Written feedback is given for every project.
Diagram/ mind map	Total:3 (3*5)	*3 during the course for every module
<b>Course final assessment</b>		
<b>Type of work, activity, task</b>	<b>Max points</b>	<b>Extra information</b>

Multiple Choice test	Total: 20 (1*20)	Comprehensive test online. Test consists of 40 questions with the four variants of the answer. Each correct answer equals 0,5 points. Questions represent theoretical and practical issues introduced within the course. The explanation for every question is embedded in the test automatic feedback.
<b>Total</b>	<b>100 points</b>	

<b>Assessment criteria for Essay (max. score - 4)</b>				
<b>Criteria / Points</b>	<b>Descriptors</b>			
	<b>5 Excellent</b>	<b>4 Good</b>	<b>3 Satisfactory</b>	<b>2 Unsatisfactory</b>
<b>Content</b> (accuracy and volume of information, student's subject knowledge)	Topic clearly identified, confident answering the questions and leading the discussion	Topic clearly identified, answers are relevant with the necessity to refer to the prepared notes	Problems with identifying the topic, the information provided is relevant only in a broader framework	Unclear identification of the topic, lack of the ability to answer the questions
<b>Language</b> (language use, grammar forms, range of vocabulary)	Wide and proper terminology used	Wide and proper terminology used with minor grammatical and lexical mistakes	Proper terminology used with major grammatical and lexical mistakes	Lack of proper terminology, simple grammatical constructions with mistakes, poor range of vocabulary with spelling

				mistakes
<b>Structure</b> (giving the answer in a certain logical order)	Logical and coherent presentation of the topic	Logical and coherent presentation with minor structural improvements possible	Essay has clearly defined structure, but lacks logics of presentation	Lack of logics and structural parts of the essay are not clearly defined
<b>Research</b> (how much information students found independently and how well it links to the topic, how the resources are presented in terms of academic integrity principles)	Profound research relevant to the topic with up-to-date resources used, presented adhering to the principles of academic integrity.	Research relevant to the topic, though some contemporary resources are missing with minor mistakes in their presentation.	Basic research relevant to the topic with minor mistakes in their presentation.	Elementary research based on a limited number of resources with major mistakes in their presentation.
	*1 – the work does not reach a standard described by any of the descriptors given above *0 – the work has not been done			
<b>Assessment criteria for Presentation (max. score - 5)</b>				
<b>Criteria /</b>	<b>Descriptors</b>			

Points	5 Excellent	4 Good	3 Satisfactory	2 Unsatisfactory
<b>Content</b> (accuracy and volume of information, student's subject knowledge)	The content fully meets the objectives of the task.	The presentation is coherent and covers the main tasks, but the conclusions are not clearly defined.	The content of the presentation does not fully cover the task, though it is relevant to the main goal	The project is not coherent, the goals and conclusions are missing.
<b>Language</b> (language use, grammar forms, range of vocabulary)	The presentation was well delivered (clear, accurate and well-organized speech) with a wide range of advanced grammatical constructions and advanced vocabulary	Students use a wide range of advanced grammatical constructions, vocabulary is advanced with some minor grammatical, pronunciation mistakes.	Students use simple grammatical constructions and vocabulary, making minor mistakes.	Students use simple grammatical constructions and vocabulary, making major mistakes.
<b>Structure</b> (coherence and logics of the presentations and visuals, audio used)	Logical and coherent presentation of the topic: information has a logical structure, flows from one section to another, and can be easily followed and understood. Successfully used charts, audio, video and visual effects.	The information is logically structured, successfully used charts, audio, video and visual effects with minor timing mistakes.	The information is structured, charts, audio, video and visual effects are used, but not logically.	The information is not well-structured, charts, audio, video and visual effects are not used.

<b>Research</b> (how much information students found independently and how well it links to the topic, how the resources are presented in terms of academic integrity principles)	Profound research relevant to the topic with up-to-date resources used, presented adhering to the principles of academic integrity.	Research relevant to the topic, though some contemporary resources are missing with minor mistakes in their presentation.	Basic research relevant to the topic with minor mistakes in their presentation.	Elementary research based on a limited number of resources with major mistakes in their presentation.
	*1 – the work does not reach a standard described by any of the descriptors given above *0 – the work has not been done			
<b>Assessment criteria for Project (max. score - 5)</b>				
<b>Criteria/ Points</b>	<b>Descriptors</b>			
	<b>5 Excellent</b>	<b>4 Good</b>	<b>3 Satisfactory</b>	<b>2 Unsatisfactory</b>
<b>Content</b> (accuracy and volume of information, student's subject knowledge)	The content fully meets the objectives of the task, is relevant and consistent.	The project is coherent and covers the set goals, but conclusions and practical applications are not clearly defined.	The content of the project does not fully cover the set components, though it is relevant to the main goal.	The project is not coherent, the set components, conclusions are missing. The relevance to the main goal is very general.

<p><b>Language</b> (language use, grammar forms, range of vocabulary)</p>	<p>Wide and proper terminology used, appropriate stylistics.</p>	<p>Wide and proper terminology used with minor grammatical and lexical mistakes.</p>	<p>Proper terminology used with major grammatical and lexical mistakes</p>	<p>Lack of proper terminology, simple grammatical constructions with mistakes, poor range of vocabulary with spelling mistakes.</p>
<p><b>Structure</b> (coherence and logics of the project)</p>	<p>Logical and coherent presentation of the project.</p>	<p>Logical and coherent project with minor structural improvements possible</p>	<p>The project has a clearly defined structure, but lacks the logic of delivering the ideas/content.</p>	<p>Lacks of logics and structural parts of the project are not clearly defined.</p>
<p><b>Research</b> (how much information students found independently and how well it links to the topic, how the resources are presented in terms of academic integrity principles)</p>	<p>Profound research relevant to the topic with up-to-date resources used, presented adhering to the principles of academic integrity.</p>	<p>Research relevant to the topic, though some contemporary resources are missing with minor mistakes in their presentation.</p>	<p>Basic research relevant to the topic, minor mistakes in their presentation.</p>	<p>Elementary research based on a limited number of resources, major mistakes in their presentation.</p>
<p>*1 – the work does not reach a standard described by any of the descriptors given above *0 – the work has not been done</p>				

<b>Assessment criteria for diagrams and mindmap (max 5 points)</b>					
<b>Content/presentation evaluation criteria</b>	<b>Min. 1 point</b>	<b>2 points</b>	<b>3 points</b>	<b>4 points</b>	<b>Max. 5 points</b>
Idea/concept	1 (irrelevant)	2 (some of the important points are poorly represented)	3 (some of the important points are represented)	4 (not all the important points are represented)	5 (well developed and relevant, all the important points are represented)
The structure and coherence of the diagram/mind map	1 (The diagram/mind map is not coherent; the goals and conclusions are wrong)	2 (The diagram/mind map is not coherent; the goals and conclusions are missing)	3 (The diagram/mind map is coherent, but the goals and conclusions are missing)	4 (The diagram/mind map is coherent, but the goals and conclusions are not clearly defined)	5 (The diagram/mind map is coherent, with clearly defined goals and objectives)
Quality and design of the visual component of the diagram/mind map	1 (Visual component does not represent the basic idea/concept)	2 (Visual component is not user friendly representing the basic idea/concept)	3 (Visual component partially represents the basic idea/concept)	4 (Visual component represents the basic idea/concept with minor drawbacks)	5 (The visual component is effectively and successfully used)
*Grammatical and	1 (Students	2 (Students	3 (Students	4 (Students	5 (Students

lexical range of the structures used in the diagram/mind map description/oral presentation	use a simple grammatical constructions and no topical vocabulary, making major mistakes (more than 6 mistakes))	use a simple grammatical constructions and some topical vocabulary, making major mistakes (5-6 mistakes))	use a simple grammatical constructions and topical vocabulary, making minor mistakes (3-4 mistakes))	use a wide range of advanced grammatical constructions, topical vocabulary is advanced with some minor grammatical, pronunciation mistakes (1-2 mistakes))	use a wide range of advanced grammatical constructions, topical vocabulary is advanced (0 mistakes))
**Group work (if prepared in class)	1 (Students don't collaborate in the project and present no results)	2 (Students don't collaborate in the project, but present some results)	3 (When performing group work, mutual respect can be traced, though only a few students take active part)	4 (When performing group work, mutual respect, collaboration can be traced, though some students don't participate to a full extent)	5 (When performing group work, mutual respect, collaboration and work of each student can be traced)

Assessment scale		
<b>Mark on the scale of the higher education institution</b>		

90 – 100	A	passed
80 – 89	B	
70 – 79	C	
60 – 69	D	
50 – 59	E	
0-49	F	failed

**Citing sources in APA style 6th ed.**

<https://libguides.ru.nl/apaEN/reference-examples-books-and-reports>

**Equipment, digital tools, and educational technologies for the course**

**Smart board and books procured during the MultiEd project, the Internet, educational technologies, smartphones.**

**Books to be procured in this project:**

1. Ball Ph., Kelly, K., Clegg J. (2016) *Putting CLIL into Practice*. Oxford University Press. 336 p.
2. Bentley, Kay. (2016) *The Teaching Knowledge Test Course. CLIL Module*. Cambridge: Cambridge University Press. 130 p.
3. Coyle D., Hood P. and Marsh, D. (2010) *CLIL: Content and Language Integrated Learning*. Cambridge: Cambridge University Press. 184 p.
4. Mehisto P., Marsh D., Frigols M.J. (2008) *Uncovering CLIL. Content and Language Integrated Learning in Bilingual and Multilingual Education*. Macmillan Books for Teachers. Oxford: Macmillan Education, 305p.

**Books and resources recommended for this course**

<b>Books</b>	<p>1. Dale, L., Wibo van der Es, Tanner, R. (2011) <i>CLIL Skills</i>. ICLON Universitet Leiden. 272 p.  <a href="https://www.rosietanner.com/images/docs/CLILSkills_pdf.pdf">https://www.rosietanner.com/images/docs/CLILSkills_pdf.pdf</a></p> <p>2. Marsh, D. (2012) <i>Content and Language Integrated Learning (CLIL). A Development Trajectory</i>. University of Cordoba. 552 p.  <a href="https://core.ac.uk/download/pdf/60884824.pdf">https://core.ac.uk/download/pdf/60884824.pdf</a></p> <p>3. Morgado, M., Coelho, M., Ribeiro, M. de C. A., Albuquerque, A., and others. (2015) <i>CLIL Training Guide. Creating a CLIL Learning Community in Higher Education</i>. De Facto Editores. 74 p.  <a href="https://www.researchgate.net/publication/293654568_ReCLespt_CLIL_Training_Guide_Creating_a_CLIL_Learning_Community_in_Higher_Education">https://www.researchgate.net/publication/293654568_ReCLespt_CLIL_Training_Guide_Creating_a_CLIL_Learning_Community_in_Higher_Education</a></p>
<b>Internet resources</b>	<p>1. Martinez, M.A. <i>An overview of Content and Language Integrated Learning: origins, features and research outcomes</i>. URL: <a href="https://core.ac.uk/download/pdf/19609781.pdf">https://core.ac.uk/download/pdf/19609781.pdf</a> [accessed 18 September, 2021].</p> <p>2. Montalto, S.A., Walter, L, Theodorou, M, Chrysanthou, K. <i>The CLIL Guidebook</i>. URL: <a href="https://www.languages.dk/archive/clil4u/book/CLIL%20Book%20En.pdf">https://www.languages.dk/archive/clil4u/book/CLIL%20Book%20En.pdf</a> [accessed 28 May, 2021].</p> <p>3. Gutierrez, P.C., Fernandez, R.F. <i>A Case Study on Teacher Training Needs in the Madrid Bilingual Project</i>. URL: <a href="https://laclil.unisabana.edu.co/index.php/LACLIL/article/view/4220/pdf">https://laclil.unisabana.edu.co/index.php/LACLIL/article/view/4220/pdf</a> [accessed 04 December, 2021].</p> <p>4. Puerto, G.M., Vazquez, V.P. <i>Training primary student teachers for CLIL: innovation through collaboration</i>. URL: <a href="https://ebuah.uah.es/xmlui/bitstream/handle/10017/28243/training_delicado%20PULSO_2016.pdf?sequence=1&amp;isAllowed=y">https://ebuah.uah.es/xmlui/bitstream/handle/10017/28243/training_delicado%20PULSO_2016.pdf?sequence=1&amp;isAllowed=y</a> [accessed 03 December, 2021].</p> <p>5. Salistova, J. (2013) <i>The Content and Language Integrated Learning Approach in Use</i>. Acta. Technologica Dubnicae. Volume 3. Issue 2. URL: <a href="https://sciendo.com/pdf/10.1515/atd-2015-0018">https://sciendo.com/pdf/10.1515/atd-2015-0018</a> [accessed 02 December, 2021].</p> <p>6. <i>Teacher's Guide on CLIL Methodology in Primary Schools</i>. (2018) Volume 1. URL: <a href="http://www.clil4children.eu/wp-content/uploads/2018/06/Guide_Addressed_to_Teachers_Vol01.pdf">http://www.clil4children.eu/wp-content/uploads/2018/06/Guide_Addressed_to_Teachers_Vol01.pdf</a> [accessed 02 December, 2021].</p> <p>7. Vazques, V.P., Ellison, M. (2013) <i>Examining Teacher Roles and Competences in Content and Language Integrated Learning (CLIL)</i>. Linguarum Arena. Volume 4. URL: <a href="https://ler.letras.up.pt/uploads/ficheiros/12007.pdf">https://ler.letras.up.pt/uploads/ficheiros/12007.pdf</a> [accessed 03 December, 2021].</p>
<b>Other resources</b>	<p>1. Chostelidou, D. <i>Reflection on CLIL implementation in an EFL Secondary School classroom</i>. URL: <a href="https://rpltl.eap.gr/images/2017/08-02-170-Chostelidou.pdf">https://rpltl.eap.gr/images/2017/08-02-170-Chostelidou.pdf</a> [accessed 04 December, 2021].</p> <p>2. Dalton-Puffer, Ch. (2011) <i>Content-and-Language Integrated Learning: From Practice to Principles?</i> Annual Review of Applied Linguistics Cambridge University Press. P. 182–204.</p>

- [https://www.researchgate.net/publication/259412894\\_Content-and-Language\\_Integrated\\_Learning\\_From\\_Practice\\_to\\_Principles](https://www.researchgate.net/publication/259412894_Content-and-Language_Integrated_Learning_From_Practice_to_Principles)
3. Dongying Li, Lian Zhang (2020) *Exploring teacher scaffolding in a CLIL-framed EFL intensive reading class: A classroom discourse analysis approach*. Language Teaching Research. Beijing Foreign Studies University, China. 28 p.  
[https://www.academia.edu/42731631/Exploring\\_teacher\\_scaffolding\\_in\\_a\\_CLIL\\_framed\\_EFL\\_intensive\\_reading\\_class\\_A\\_classroom\\_discourse\\_analysis\\_approach](https://www.academia.edu/42731631/Exploring_teacher_scaffolding_in_a_CLIL_framed_EFL_intensive_reading_class_A_classroom_discourse_analysis_approach)
4. Hanesova, D. *History of CLIL*. URL: <https://blog.ufes.br/kyriafinardi/files/2017/10/History-of-CLIL-2015.pdf> [accessed 04 December, 2021].
5. Lofft Basse, R. (2016) *Assessment for Learning in the CLIL classroom: A corpus based study of teacher motivational L2 strategies and student motivation and metacognitive abilities*. Tesis doctoral. universidad autónoma de Madrid. Madrid. 284 p.  
[https://repositorio.uam.es/bitstream/handle/10486/671766/basse\\_lofft\\_rachel.pdf?sequence=1](https://repositorio.uam.es/bitstream/handle/10486/671766/basse_lofft_rachel.pdf?sequence=1)
6. Moore, P., Lorenzo, F. (2015) *Task-based learning and content and language integrated learning materials design: process and product*. The Language Learning Journal. P. 334-357.  
<https://www.tandfonline.com/doi/full/10.1080/09571736.2015.1053282>
7. Morton, T. (2020) *Cognitive Discourse Functions: A Bridge between Content, Literacy and Language for Teaching and Assessment in CLIL*. CLIL Journal of Innovation and Research in Plurilingual and Pluricultural Education. P. 7-17.  
[https://www.researchgate.net/publication/338913366\\_Cognitive\\_Discourse\\_Functions\\_A\\_Bridge\\_between\\_Content\\_Literacy\\_and\\_Language\\_for\\_Teaching\\_and\\_Assessment\\_in\\_CLIL](https://www.researchgate.net/publication/338913366_Cognitive_Discourse_Functions_A_Bridge_between_Content_Literacy_and_Language_for_Teaching_and_Assessment_in_CLIL)
8. Pérez-Cañado, M.L. (2012) *CLIL research in Europe: past, present, and future*, *International Journal of Bilingual Education and Bilingualism*. P. 315-341.  
[https://www.researchgate.net/publication/254242336\\_CLIL\\_research\\_in\\_Europe\\_Past\\_present\\_and\\_future](https://www.researchgate.net/publication/254242336_CLIL_research_in_Europe_Past_present_and_future)
9. Ruiz de Zarobe, Y. (2013) *CLIL implementation: from policy-makers to individual initiatives*. *International Journal of Bilingual Education and Bilingualism*. P. 231-243.  
<https://www.tandfonline.com/doi/abs/10.1080/13670050.2013.777383>
10. Scherbakova O.L. Nikiforchuk S.S. CLIL as a significant component of educational process organization. URL: <https://pt.scribd.com/document/463800965/shcherbakova-o-article> [accessed 04 December, 2021].
11. Wannagat, Ulrich (2007) *Learning through L2 - Content and Language Integrated Learning (CLIL) and English as Medium of Instruction (EMI)*. *International Journal of Bilingual Education and Bilingualism*. P. 663-682.  
<https://www.tandfonline.com/doi/abs/10.2167/beb465.0>

1. Syllabus feedback from internal and external peer-reviewers.
2. Feedback from students who attend the course.
3. Students' performance during the course.